



2017-2018
District
Title I, Part A
Consolidated Monitoring Form

District:	Title I, Part A Coordinator:	Finance Officer:
Additional Information: <i>(Check all that apply.)</i>	Date(s) of Monitoring Visit:	KDE Program Monitor(s):
<input type="checkbox"/> Private School(s) <input type="checkbox"/> Neglected Institution(s) <input type="checkbox"/> RLIS <input type="checkbox"/> McKinney-Vento		

The following checklist is used in the evaluation of a district's Title I, Part A activities and procedures. Program compliance and/or effectiveness is determined based on responses and supporting evidence for each of the monitoring questions.

The tool itself is organized into sections that directly align with the Title I, Part A sections of the *Every Student Succeeds Act*. Each section contains several monitoring questions that will be evaluated individually. The list found beside *Suggested Documentation* (within each monitoring question) contains examples of documentation that may be submitted for review. Please note that in some cases, all items may not be required. Additionally, only documentation for the current school year must be submitted unless the program monitor(s) request(s) prior year information or it is applicable to the question.

During monitoring, the program monitor(s) will select *yes* on the checklist when the district is in compliance with that question or when the district is effectively implementing that indicator. A selection of *no* on the checklist indicates that the district needs technical assistance to be in compliance with that question or more intentional work/planning must occur to effectively implement that indicator. Findings and/or recommendations will be stated on the final monitoring report submitted to the district. *Best Practices* (found at the end of each section on the checklist) are examples of practices or procedures that the Kentucky Department of Education (KDE) staff have observed in other districts that may enhance program effectiveness.

Should you need clarification on a question or in understanding more about the monitoring tool, feel free to contact a Title I, Part A consultant at (502) 564-3791.

I. Eligible Public Schools and Allocation [Sections 1112 & 1113]

	YES	NO	N/A
<p>1. Are there district-level procedures in place to ensure that funds are allocated appropriately and effectively to serve at-risk students?</p> <p>Suggested Documentation: Title I Application in GMAP reflecting adequate PPAs for all participating Title I schools, Title I Annual Report in eProve, school improvement plan, observations, interviews, budgeting meeting minutes</p> <p>Notes:</p>			
<p>2. Discipline disparities - How does the district work to reduce the overuse of discipline practices that remove students from the classroom? [See ESSA 1112(b)(11)]</p> <p>Suggested Documentation: Discipline model, PBIS, Infinite Campus data</p> <p>Notes:</p>			
<p>3. Educator Equity - How does the district identify and address any disparities that result in low-income and minority students being taught at higher rates or consecutively than other students by ineffective, inexperienced, or out-of-field teachers? [See ESSA 1112(b)(2)]</p> <p>Suggested Documentation: Master schedules, policies</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Do principals and councils receive guidance from district leadership on appropriate and effective use of Title I, Part A funds?</p> <p>Suggested Documentation: SBDM meeting notes, planning policies, <i>Needs Assessment</i> reviews, walkthrough notes</p> <p>Notes:</p>			
<p>5. Is the documentation of enrollment and low-income students accurate, matching the numbers on the GMAP consolidated application? Is there documentation to support the use of the feeder pattern, if applicable? Are the low-income numbers correctly calculated for CEP schools?</p> <p>Suggested Documentation: Reports from Infinite Campus including measure of low-income (free/reduced price meals, direct certification, AFDC/TANF, poverty data from census, Medicaid, or combination) for free/reduced eligibility (printout or forms must match data low-income measure was taken and number of students reported on Title I application in GMAP)</p> <p>Notes:</p>			
<p>6. Was the enrollment and low-income data for all schools taken on the same day? <i>Exception: For mixed CEP and non-CEP schools, the dates may be different.</i></p> <p>Suggested Documentation: Enrollment and low-income data (date of count must be during planning year and must be consistent for all schools)</p> <p>Notes:</p>			

	YES	NO	N/A
<p>7. Are the school allocations being followed, as reported on the current GMAP Application (including 125% and High School 50% ranking exception rules if applicable)?</p> <p>Suggested Documentation: GMAP application, school plan, detailed MUNIS budget vs. GMAP application</p> <p>Notes:</p>			
<p>8. Are all schools over 75% poverty being served in rank order of poverty?</p> <p>Suggested Documentation: GMAP application, school plan, detailed MUNIS budget vs. GMAP application</p> <p>Notes:</p>			
<p>9. If a school is being served as a schoolwide program under 35% poverty do they have an official state waiver and/or does the school qualify under a clause within ESSA – such as a grandfather clause?</p> <p>Suggested Documentation: GMAP application, school plan, detailed MUNIS budget vs. GMAP application</p> <p>Notes:</p>			

Best Practices

- District staff can articulate the process for allocating funds.
- Funds are allocated based on needs, while maintaining rank order, and needs are factored into budgeting calculations. Discussions are consistent with explanations given by school level staff.
- Schools are served with varying per pupil amounts, while maintaining rank order.
- Consultation between district staff and principals continually occurs regarding budgeting/use of funds.
- District improvement plans are reviewed continually throughout the year. New needs are identified.
- State test scores reflect growth in achievement. The scores are not stagnant.
- School descriptions on the *School Personnel and Program Description* section in GMAP are not the same or copied and pasted year to year.

II. Institutions for Neglected Children [Section 1113]

<i>Include a visit to the local institution(s).</i>	YES	NO	N/A
<p>1. Is there documentation to support the child count for local institutions for neglected children that was submitted to KDE?</p> <p>Suggested Documentation: Annual Survey of Children in Local Institutions for Neglected or Delinquent Children vs. documentation of children attending neglected facility, attendance data for children that have been in the facility for at least one day in October used to complete the survey – could be from Infinite Campus or could be attendance kept by teachers at facility.</p> <p>Notes:</p>			
<p>2. Was each institution effectively consulted about services? Are services based on student needs, and are sufficient funds allocated for the services?</p> <p>Suggested Documentation: Notes and dates of meetings, signature of institution official, needs assessment data, interview with facility staff</p> <p>Notes:</p>			
<p>3. Are funds in the district set-aside being expended on identified student needs and is there enough reserved to provide effective and comparable services to students within the facility?</p> <p>Suggested Documentation: Detailed MUNIS budget, interview with facility staff</p> <p>Notes:</p>			

Best Practices

- Neglected facility staff can describe the consultation process and the services being provided to the facility's students. Consultation and services descriptions are consistent with what is described at the district.
- District staff can explain the process used to determine the amount of funding reserved for the neglected institution.

III. Foster Children and Youth [Sections 1111 & 1112]

	YES	NO	N/A
<p>1. Has the district appointed an individual to serve as the foster care point-of-contact (POC)?</p> <p>Suggested Documentation: Interview with the POC and/or Title I Coordinator</p> <p>Notes:</p>			
<p>2. Are foster children and youth effectively identified by school personnel and through coordinated activities with other entities and agencies?</p> <p>Suggested Documentation: House Bill 33 forms, data from Infinite Campus</p> <p>Notes:</p>			
<p>3. Does the district collaborate with the child welfare agency (CWA) to ensure that students in foster care have the opportunity to remain in their school of origin if it is their best interest?</p> <p>Suggested Documentation: District policies and procedures, interview with the POC and/or Title I Coordinator</p> <p>Notes:</p>			
<p>4. Does the district have policies and practices to ensure that if it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in the new school even if they don't have the required documentation?</p> <p>Suggested Documentation: District policies and procedures, interview with the POC and/or Title I Coordinator</p> <p>Notes:</p>			

	YES	NO	N/A
<p>5. Does the enrolling district immediately contact the school last attended by the student to obtain relevant academic and other records?</p> <p>Suggested Documentation: District policies and procedures, interview with the POC and/or Title I Coordinator</p> <p>Notes:</p>			
<p>6. Does the district collaborate with the child welfare agency to develop and implement clear written procedures for how transportation will be provided, arranged, and funded for the duration of a child's time in foster care</p> <p>Suggested Documentation: District policies and procedures, interview with the POC and/or Title I Coordinator</p> <p>Notes:</p>			

Best Practices

- The district has named a specific employee to serve as the district point-of-contact.
- No complaints regarding the best interest determination of transportation of students have been filed.
- Staff can articulate the dispute resolution process and have access to the documentation regarding the dispute resolution process.

IV. Homeless Children and Youth [Section 1113 and Section 722 of Title IX, Part A]

	YES	NO	N/A
<p>1. Has the district appointed an individual to serve as the homeless liaison?</p> <p>Notes:</p>			
<p>2. Has the district effectively communicated to students, families, school and district staff, shelter workers, and other community service providers that there is a designated local homeless liaison within the district (whether or not it receives a McKinney-Vento grant) to serve as a primary contact for identifying homeless families or for obtaining/providing services to those families?</p> <p>Suggested Documentation: interview with the liaison and/or Title I Coordinator, newspaper postings/articles, student handbook information, fliers</p> <p>Notes:</p>			
<p>3. Are homeless children and youth effectively identified by school personnel and through coordinated activities with other entities and agencies?</p> <p>Suggested Documentation: Intake forms, annual homeless count, data from Infinite Campus, district policy on identifying homeless families, training minutes</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Are enrollment and attendance barriers effectively reduced so that homeless students are enrolled in and have full and equal opportunity to succeed in school?</p> <p>Suggested Documentation: District policies and procedures that do not create enrollment and school attendance barriers</p> <p>Notes:</p>			
<p>5. Are Homeless Education posters in place at each school and at the district office (both English and Spanish versions, if applicable)? Are the posters in a location where parents can easily see them?</p> <p>Suggested Documentation: Observations of poster</p> <p>Notes:</p>			
<p>6. Do homeless children and their families receive education services for which they are eligible and the district currently provides, such as Head Start and district preschool programming, referrals to clinics (regarding physical, mental, and/or dental health) and/or other appropriate services?</p> <p>Suggested Documentation: Referrals through Family Resource and Youth Services Centers, information provided to families through various resources</p> <p>Notes:</p>			

	YES	NO	N/A
<p>7. Are homeless families and unaccompanied youth effectively informed of and assisted in obtaining available transportation services (i.e., to and from the school of origin to ease the burden of attending school or obtaining services)?</p> <p>Suggested Documentation: Information provided to parents, documentation of assistance, completed records indicating that homeless students are receiving transportation to and from the school of origin, purchase orders for gas cards</p> <p>Notes:</p>			
<p>8. Is the family or youth made aware of the right to challenge placement and enrollment decisions? If a dispute arises over school selection or enrollment, is the homeless student immediately enrolled in the school of choice pending resolution of the dispute?</p> <p>Suggested Documentation: Written statement of school placement decision and the appeal rights, district enrollment policies</p> <p>Notes:</p>			
<p>9. Are Title I, Part A funds reserved for homeless children and youth on the Title I GMAP application? Does the narrative indicate how funds will be spent on services to homeless children and youth?</p> <p>Suggested Documentation: District set-aside on the Title I GMAP application, detailed MUNIS budget</p> <p>Notes:</p>			

	YES	NO	N/A
10. Are Title I funds reserved and spent for the McKinney-Vento Homeless Education Grant, if applicable? Suggested Documentation: District set-aside on the Title I GMAP application, detailed MUNIS budget Notes:			

Best Practices

- The district has named a specific employee to serve as the homeless liaison.
- Homeless set-aside funds are being spent on student needs with a focus on educational programming.
- Homeless students are identified in relative proportion to the district's poverty percentage.
- No complaints concerning enrollment or school placement of homeless students have been filed.
- District staff can describe the processes in place to ensure the best placement for homeless students.
- *Parent/Student Notification of Rights* posters are placed in every school and in the district office. *Notifications of Rights* are posted in other media that have wide ranging availability to the community.
- Staff can articulate the dispute resolution process and have access to the documentation regarding the dispute resolution process.
- MUNIS report shows evidence of use of funds, other than homeless set-aside or McKinney-Vento grant, in support of homeless students.

V. English Learners [Section 1112]

	YES	NO	N/A
<p>1. Has the district appointed an individual to serve as liaison to English Learners (ELs) and their families?</p> <p>Notes:</p>			
<p>2. Has the district implemented effective means of outreach to the parents of ELs? Does the outreach include holding and sending opportunities for regular meetings in order to gather and respond to recommendations for parents? [See ESSA 1112(e)(3)(C)].</p> <p>Suggested Documentation: District set-aside narrative (and funds if necessary) in the GMAP Application explaining how the district will fund and provide outreach to the parents of English Learners. Note: If the district does not have any EL students, a narrative must still be provided to explain how these requirements will be met for any future EL students</p> <p>Notes:</p>			
<p>3. Does the district provide parents of ELs with notification that outlines their child's identification as an EL and placement in a Language Instruction Education Program (LIEP)? [See ESSA 1112(e)(3)(A)].</p> <p>Suggested Documentation: District Set-Aside narrative in GMAP describing how district will notify parents, copies of letters (in a language the parents can understand)</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Does the parental notification referenced in the previous question include the following:</p> <ul style="list-style-type: none"> • The reason for identification of the child as an EL; • The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement; • Methods of instruction used in the program in which the child is, or will be, participating, and the methods of instruction used in other available programs, including how the programs differ; • How the program will meet the educational strengths and needs of the child and help the child achieve English language proficiency, and meet academic standards; • Exit requirements for the program, expected rate of transition to a classroom not tailored for EL students, and expected rate of high school graduation; • In the case of a child with a disability, how the program meets the annual goals in the child's individualized education program (IEP); and • Information regarding parents' right to withdraw the child from a program upon their request, and to decline enrollment or choose another program or method of instruction, if available. <p>Suggested Documentation: Copies of letters with the required information (in a language the parents can understand)</p> <p>Notes:</p>			
<p>5. Is the parental notification provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year?</p> <p>Suggested Documentation: Copies of letters including the date, record/log of communication</p> <p>Notes:</p>			

VI. Parent and Family Engagement [Section 1116]

	YES	NO	N/A
<p>1. Is there a district <i>Parent and Family Engagement Policy</i> as required by ESSA 1116(a)(2)?</p> <p>Suggested Documentation: Copy of the district parent and family engagement policy; interviews with district staff, school staff, and parents</p> <p>Notes:</p>			
<p>2. Was the district policy developed jointly, agreed upon, and distributed to parents of participating children at both public and private schools? Is the policy reviewed annually and revised as needed?</p> <p>Suggested Documentation: Dates of meetings, sign-in sheets, meeting minutes referencing the review and revision of the policy; copy of previous district policy with evidence of revision; interviews with district staff, school staff, and parents</p> <p>Notes:</p>			
<p>3. Is the district policy being effectively implemented? How is the policy made available to parents?</p> <p>Suggested Documentation: Description of how the policy is implemented (i.e., how the policy is distributed to parents, how implementation is evaluated, etc.); interviews with district staff, school staff, and parents</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Are effective partnerships between parents and district/school staff being built and maintained?</p> <p>Suggested Documentation: Training topics and dates, sign-in sheets; copies of parent surveys and results; interviews with district staff, school staff, and parents</p> <p>Notes:</p>			
<p>5. Are there meaningful opportunities for all parents, including those who lack literacy/language skills, are disabled, are economically disadvantaged, or are homeless, to participate in the education of their children?</p> <p>Suggested Documentation: Letters, log of phone calls and/or conferences, interviews with parents, documentation of translation services, evidence of meetings and conferences being held at a variety of times and/or locations</p> <p>Notes:</p>			
<p>6. Does the district conduct regular parent evaluations of the parent and family engagement program and activities?</p> <p>Suggested Documentation: Copy, results, and written summary of evaluations of parent and family engagement program and activities</p> <p>Notes:</p>			

	YES	NO	N/A
<p>7. Are annual parent evaluation findings used to revise district and school-level policies? Do the evaluations determine whether there are barriers to greater participation by parents who lack literacy, language skills, are disabled, or are economically disadvantaged?</p> <p>Suggested Documentation: Evaluation summary, documentation of identified barriers, and recommendations for changes to policies</p> <p>Notes:</p>			
<p>8. Are parents involved in deciding ways in which parent and family engagement funds are used?</p> <p>Suggested Documentation: Dates of meetings, sign-in sheets, and meeting minutes regarding the spending of parent and family engagement funds</p> <p>Notes:</p>			
<p>9. Is there ongoing communication with parents in their native language(s)?</p> <p>Suggested Documentation: Letters, log of phone calls and/or conferences, documentation of translation services, and sample materials provided in languages other than English</p> <p>Notes:</p>			

	YES	NO	N/A
<p>10. Does the district provide the notification requirements and implement effective outreach to parents of English Learners as required by ESSA 1112(e)(3)(A) and (C)?</p> <p>Suggested Documentation: District set-aside narrative (and funds if necessary) in the GMAP Application explaining how the district will fund and provide notifications and outreach to the parents of English Learners. Note: If the district does not have any EL students, a narrative must still be provided to explain how these requirements will be met for any future EL students</p> <p>Notes:</p>			
<p>11. If the district receives a Title I allocation of \$500,000 or more is at least 1% set-aside for parent and family engagement? Is at least 90% of the parent and family engagement set-aside distributed to the schools?</p> <p>Suggested Documentation: GMAP Application (specifically Allocation Summary Page and Budget Page), MUNIS</p> <p>Notes:</p>			
<p>12. If the district serves any non-public schools, has an equitable amount been set-aside for parent and family engagement at those non-public schools?</p> <p>Suggested Documentation: GMAP Application (specifically Allocation Summary Page and Budget Page), MUNIS</p> <p>Notes:</p>			

	YES	NO	N/A
<p>13. Are parent and family engagement funds used for at least one of the following, as required by ESSA 1116(a)(2)(D):</p> <ul style="list-style-type: none"> • Supporting schools and nonprofit organizations in providing professional development for the LEA and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members. • Supporting programs that reach parents and family members at home, in the community, and at school. • Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. • Collaborating, or providing sub-grants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. • Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the district parent and family engagement policy. <p>Notes:</p>			

Best Practices

- District staff can describe...
 - the district *Parent and Family Engagement Policy*.
 - some of the parent and family engagement activities being implemented at the schools.
 - how a concerted effort is being made to build relationships between the schools and families.
- Parent and family engagement goes beyond the school council representatives.
- The district is “thinking outside the box” in order to get more parents to participate as active partners.
- Parent survey questions are focused on allowing parents to give feedback on the effectiveness of parent and family engagement activities.
- The district provides opportunities for parent input at the beginning of the year in addition to the required end-of-year survey.
- Parent and family engagement is seen as a two-way communication tool.
- Please note: “One Call”, marquees, TV monitors, newsletters, Infinite Campus access, and other one-way communications **do not** represent effective parent and family engagement practices alone. These tools may be used to open the door to effective communication but should be used in conjunction with other methods. Parents should have genuine opportunities to help plan, implement, and participate in activities in a format that promotes two-way communication.

VII. District Level Program Design and Effectiveness [Section 1112]

	YES	NO	N/A
<p>1. Does district-level Title I, Part A staff coordinate and collaborate with other district-level staff (e.g. DPP, DAC, finance officer, instructional supervisors) to ensure that services are being provided based on each school's needs?</p> <p>Suggested Documentation: Needs Assessment, interviews, schedules, minutes of meetings, CSIP, Title I Annual Review, improvement planning contact list</p> <p>Notes:</p>			
<p>2. Are there processes the district Title I, Part A Coordinator uses to verify that activities/strategies in the Schoolwide Program (SWP) or Targeted Assistance School (TAS) are being implemented effectively?</p> <p>Suggested Documentation: Observations compared to plans, walkthrough notes, meeting notes, Title I Annual Review</p> <p>Notes:</p>			
<p>3. Does the district Title I Coordinator work in consultation with school councils, principals, teachers, and other school personnel to analyze data and review the schoolwide program (SWP) or targeted assistance (TAS) program plan, ensuring compliance and effectiveness?</p> <p>Suggested Documentation: Interviews, schedules, minutes of meetings, Needs Assessment, SWP/TAS reviews, meeting log documenting communication between district and school</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Does the district have a widely-available, clear, and easily accessible website that includes but is not limited to the following information for each grade:</p> <ul style="list-style-type: none"> • Subject matter assessed • Purpose for which the assessment is designed and used • Source of the requirement for the assessment • Where such information is available: Amount of time students will spend taking the assessment and the schedule for the assessment and the time and format for disseminating the results <p><i>Note: If the district does not have a website, is the information made widely-available (such as through letters, information distributed to media, or through public agencies)? [See ESSA 1112(e)(2)(a-c)]</i></p> <p>Suggested Documentation: Observation of website with testing schedule, interview with District Assessment Coordinator (DAC), copies of letters or information distributed to the media if applicable</p> <p>Notes:</p>			
<p>5. Does the district inform parents of their right to request the state or local policy on student participation in state testing?</p> <p>Suggested Documentation: Letter to parents informing them of their right</p> <p>Notes:</p>			

Best Practices

- Various district staff can explain and give similar answers about how they collaborate with the Title I, Part A Coordinator.
- Schoolwide Programs (SWP) and Targeted Assistance Schools (TAS) plans are reviewed throughout the year.
- School descriptions in GMAP (School Program Description page) are not the same as other schools or copied and pasted from year-to-year.
- The district has a continuous monitoring process in place to ensure that its Title I, Part A schools are meeting program requirements and are using funding to implement programs and services.

VIII. Services to Eligible Private School Children [Section 1117]

	YES	NO	N/A
<p>1. Are there effective processes used to verify that all students that attend private schools serviced by Title I, Part A come from participating public school attendance areas?</p> <p>Suggested Documentation: Names and addresses from DPP or private school officials, interviews with district staff or private school officials</p> <p>Notes:</p>			
<p>2. Has the district contacted private schools (within and outside of the district) serving students from participating public school attendance areas to offer equitable services?</p> <p>Suggested Documentation: List of students attending private schools from the DPP, letter/form showing private schools were contacted</p> <p>Notes:</p>			
<p>3. Has the district complied with the requirements for consultation with private school officials in a timely manner? [See ESSA 1117(a)(b), 8501].</p> <p>Suggested Documentation: Private school consultation form submitted to KDE Ombudsman, description of the district's process to contact and assist private schools, evidence of initial and ongoing consultation (letters, agendas, meeting notes, sign-in sheets, etc.)</p> <p>Notes:</p>			

	YES	NO	N/A
<p>4. Does the district have written affirmation signed by an official from each of the participating private schools that consultation occurred during the design, implementation, and assessment of the Title I activities in the private schools?</p> <p>Suggested Documentation: Notes and dates of meetings, signature of school official</p> <p>Notes:</p>			
<p>5. Does the district have a process in place to identify eligible private school students? (See ESSA 1117(b), 8501).</p> <p>Suggested Documentation: Educationally-related criteria used to identify eligible students such as achievement tests, teacher referrals, and grades, list of students</p> <p>Notes:</p>			
<p>6. Did public and private school officials consult to determine the measure used to identify low-income private school students and is that measure comparable?</p> <p>Suggested Documentation: Poverty data maintained by private school officials – free/reduced price meal data, survey, comparable data such as scholarship applications, application of low-income percent of each participating public school, equated measure of low-income</p> <p>Notes:</p>			

	YES	NO	N/A
<p>7. Has the district explained the complaint process to private school officials? [See ESSA 1117(c)(2), 8501(c)(6), 8501].</p> <p>Suggested Documentation: Email, letter, meeting agenda, minutes</p> <p>Notes:</p>			
<p>8. Does the district have a procedure to resolve an issue if private school officials believe that timely and meaningful consultation has not occurred? If the response at the local level is not satisfactory, is the private school official aware that they may contact KDE to resolve the problem?</p> <p>Suggested Documentation: Copy of procedures from Title IX, Part A Uniform Provisions Subpart 1, copies of resolution of complaints</p> <p>Notes:</p>			
<p>9. Does the district provide equitable educational services to eligible private school students based on the consultation agreement with the private school officials?</p> <p>Suggested Documentation: Interviews with private school, per pupil amount being followed</p> <p>Notes:</p>			

	YES	NO	N/A
<p>10. Are services to eligible private school students provided in a timely manner? Did services to private school students begin at the same time as, or earlier than, services to public school students? (See ESSA 1117(a)(3), 8501).</p> <p>Suggested Documentation: Interviews with private school officials, contract or teacher schedule</p> <p>Notes:</p>			
<p>11. Are services provided to private school students in an equitable manner based on educational needs? Do the services effectively supplement and coordinate with regular services provided in the classroom and do they hold reasonable promise of improving student academic performance? [See ESSA 1117(a)(3), 8501(c)].</p> <p>Suggested Documentation: Observations, interviews, schedules, evidence of ongoing communication between the Title I teacher and the private school teachers of Title I participants, shared lesson plans, Needs Assessment, student schedule or plan, coordinator can describe services being provided</p> <p>Notes:</p>			
<p>12. Does the public-school district regularly and effectively supervise the Title I services to private school participants? [See ESSA 1117(d), 8501(d)]</p> <p>Suggested Documentation: Interview with private school staff, notes of meetings between Title I Coordinator and service providers, schedule</p> <p>Notes:</p>			

	YES	NO	N/A
<p>13. Does the district annually assess the effectiveness of the Title I, Part A program toward enabling participating private school children to meet the standards agreed upon by the district and the private school? Is the program adjusted as a result of the evaluation? [See ESSA 1117(b), 8501(c)]</p> <p>Suggested Documentation: Documentation that progress is being made by participating private school students in meeting agreed upon standards</p> <p>Notes:</p>			
<p>14. Are the providers of services (i.e., teachers, paraeducators) under contract with the public-school district or employees of a third-party contractor and not under a contract as a private school employee during the time that Title I services are occurring?</p> <p>Suggested Documentation: Contracts between public school district and service providers, contract between public school district and third-party contractor showing employees</p> <p>Notes:</p>			
<p>15. Does the Title I teacher and paraeducator employed by the district meet the qualification requirements? <i>Note: This requirement does not apply to teachers or paraeducators hired through a third-party contractor.</i></p> <p>Suggested Documentation: Teaching certificate, EPSB documentation, LEAD and HOUSSE, Kentucky Paraeducator Assessment</p> <p>Notes:</p>			

	YES	NO	N/A
<p>16. If the district employs a paraeducator, is the paraeducator under the direct supervision of a public school-employed, teacher?</p> <p>Suggested Documentation: Observations, interviews with paraeducator and supervising teacher</p> <p>Notes:</p>			
<p>17. If the district contracts with a third-party to provide Title I services to eligible private school children, does the district have an effective RFA process for approving and monitoring a third-party contractor?</p> <p>Suggested Documentation: Copy of contract, Request for Application (RFA)/reviewer process, forms/checklists showing that third-party contractor has been monitored by district, notification to parents that students are receiving services from a third-party contractor</p> <p>Notes:</p>			
<p>18. Has the district provided opportunities for teachers of participating private schools and third-party contracted employees to participate, on an equitable basis, in professional development activities? (See ESSA 1117(a)(1)(B), 8501).</p> <p>Suggested Documentation: Interview with private school officials, documentation of professional development provided</p> <p>Notes:</p>			

	YES	NO	N/A
<p>19. If a district is required to set-aside 1% of its Title I allocation for parent and family engagement, is a proportionate amount used for the involvement of parents of participating private school students? <i>Note: If the district sets aside more than 1%, the district must use a proportionate amount of the total for private schools.</i> [See ESSA 1116, 1117(a)(1)(B)].</p> <p>Suggested Documentation: Notes and dates of parent and family engagement activities, interview with private school officials</p> <p>Notes:</p>			
<p>20. Are there processes in place to ensure effective, ongoing communication between the Title I teacher and parents of Title I participants on the students' academic success?</p> <p>Suggested Documentation: Progress reports, parent-teacher conferences, meeting notes, coordinator can describe the type of communication that exists between Title I and the parents of participating private school students</p> <p>Notes:</p>			
<p>21. Is there an effective written agreement/compact between the district and the parents of the private school participants regarding the responsibilities of the district and the parents in the Title I program? Is the compact being followed?</p> <p>Suggested Documentation: Interview with private school officials, documentation of professional development provided, signed compact copies</p> <p>Notes:</p>			

	YES	NO	N/A
<p>22. If the district set-aside funds for PD Not Required and/or School Extension Programs, is a proportionate amount used for participating private school students?</p> <p>Suggested Documentation: Notes and dates of meetings, interviews with private school officials, GMAP application</p> <p>Notes:</p>			
<p>23. Does the district have a process in place to ensure that services, materials, and equipment are secular, neutral, and non-ideological? [See ESSA 1117(a)(2), 8501(a)(2)].</p> <p>Suggested Documentation: Written assurance that equipment/materials are only used for secular, neutral, and non-ideological purposes</p> <p>Notes:</p>			
<p>24. Does the district exercise effective administrative direction and control over Title I funds, materials, equipment, and property that support services to private school children?</p> <p>Suggested Documentation: Inventory of property as a part of the master inventory list, detailed MUNIS budget, interview with private school officials, process in place to ensure materials, supplies, and equipment are being used by only students who receive Title I services</p> <p>Notes:</p>			

Best Practices

- District staff can describe how the district verifies students being served live within the district boundaries.
- Services are provided to private schools. These services go beyond classroom materials and professional learning.
- The district either hires all staff or contracts with a third -party (i.e. Sylvan Learning Center) to provide services to private school students. If the district contracts with a third-party to provide services, the district follows all procedures relating to a Request for Application to ensure an effective contractor is selected. District staff can explain the RFA evaluation process.
- The district Title I, Part A Coordinator oversees private school services, including tracking student performance.
- Consultation with private school officials and the evaluation of services is ongoing throughout the year. District staff considers private school official opinions and request when designing a program to meet students' needs.
- Private school teachers working with Title I students are invited to attend PD conducted by the district.
- The district uses multiple, objective educational criteria to determine which students receive Title I services.
- Title I, Part A services to private schools (including professional learning, parent and family engagement, and student services) begin at the same time that the public-school system year starts.
- The list of private school students receiving services is fluid, allowing for students mastering standards to move out of the program and another student in need to enter the program.

IX. Fiscal Management [Section 1120A]

	YES	NO	N/A
<p>1. Are schools' and the district's staffing patterns and financial expenditures/obligations consistent with the approved GMAP Consolidated Application?</p> <p>Suggested Documentation: List and count of staff, financial expenditures on detailed MUNIS budget compared to GMAP</p> <p>Notes:</p>			
<p>2. Is a separate accounting of Title I funds maintained in the MUNIS system identified by individual school?</p> <p>Suggested Documentation: Detailed MUNIS budget and invoices documenting Title I expenditures by schools</p> <p>Notes:</p>			
<p>3. Are expenditures supplementary in nature? Are expenditures reasonable, allocable, necessary, and documented?</p> <p>Suggested Documentation: Invoices, journal entries, CSIP, Needs Assessment Note: the expenditures should address needs identified in the CSIP and Needs Assessment</p> <p>Notes:</p>			
<p>4. What evidence do you have to support your indirect cost expenses?</p> <p>Suggested Documentation: Documentation supporting expenditures</p> <p>Notes:</p>			

	YES	NO	N/A
<p>5. Has the district appropriately tagged/identified Title I purchases?</p> <p>Suggested Documentation: Inventory log, Sampling of purchases labeled as purchased with Title I funds</p> <p>Notes:</p>			
<p>6. Does the district dispose of unneeded Title I equipment in accordance with 2 CFR 200.313 (EDGAR)?</p> <p>Suggested Documentation: Inventory log documenting reason for the disposal of equipment and removal from master inventory</p> <p>Notes:</p>			
<p>7. Does the district have a salary schedule that applies to all instructional personnel?</p> <p>Suggested Documentation: District salary schedule</p> <p>Notes:</p>			
<p>8. Is there documentation on file to support the data used to complete the approved <i>Comparability Report</i>?</p> <p>Suggested Documentation: Infinite Campus enrollment data used for Comparability Report, Comparability Report</p> <p>Notes:</p>			

	YES	NO	N/A
<p>9. Are there procedures in place to ensure that Title I funds supplement, not supplant general (state and local) funds and is there documentation (Supplement not Supplant methodology required by ESSA 1118(b)(2)) on file to support that?</p> <p>Required Documentation: Supplement not Supplant methodology</p> <p>Suggested Documentation: School council general funds allocations, expenditure reports, signed assurances, interviews, policies and procedures</p> <p>Notes:</p>			
<p>10. Are all Title I records kept for the current year and three previous years?</p> <p>Suggested Documentation: Records are on file, procedures for archiving and disposal</p> <p>Notes:</p>			
<p>11. Are there effective procedures in place to monitor the expenditure of funds in meeting the 15% carryover provision?</p> <p>Suggested Documentation: MUNIS expenditure reports, documentation of fiscal control, interviews, policies and procedures</p> <p>Notes:</p>			
<p>12. Was the district approved for a carryover waiver of FY17 funds on September 30, 2017?</p> <p>Suggested Documentation: MUNIS expenditure report, copy of waiver request and approval, documentation of fiscal control, interviews, policies and procedures)</p> <p>Notes:</p>			

	YES	NO	N/A
<p>13. Were any funds carried over from FY17 in the following categories: parent and family engagement, services to eligible private school children? If so, were those funds reallocated to the same categories and in addition to the required set-asides for FY18?</p> <p>Suggested Documentation: MUNIS expenditure reports for FY17 and FY18</p> <p>Notes:</p>			
<p>14. Do payroll records document the staff at the district and school level paid completely or partially from Title I funds?</p> <p>Suggested Documentation: List and count of staff, GMAP Application (School Personnel and Program Description page and Personnel Details – Districtwide page), PARs and semi-annual certifications</p> <p>Notes:</p>			
<p>15. Do district personnel paid partially from Title I funds maintain monthly Personal Activity Reports that account for the percentage of time the employee worked directly with Title I and other duties? Is the report signed by the employee and supervisor who has first-hand knowledge of the work performed?</p> <p>Suggested Documentation: Monthly Personal Activity Reports signed by employee and supervisor</p> <p>Notes:</p>			
<p>16. Do district personnel paid solely from Title I funds maintain semi-annual certification stating that the employee has worked solely with Title I for the period covered by the certification? Is the certification signed by the employee and supervisor who has first-hand knowledge of the work performed?</p> <p>Suggested Documentation: Semi-annual signed certification</p> <p>Notes:</p>			

	YES	NO	N/A
<p>17. Was only the Title I portion of the financial audit charged to the Title I account?</p> <p>Suggested Documentation: Detailed MUNIS budget code 0342 documenting Title I expenditure</p> <p>Notes:</p>			
<p>18. If the district has a Title I allocation exceeding \$500,000, has the district tracked the required 1% of the district Title I allocation for parent and family engagement?</p> <p>Suggested Documentation: Project Number: 310DM; The district should add the sub-project codes to the projects included in the Electronic Quarterly Expenditure Report in MUNIS that is submitted to KDE.</p> <p>Notes:</p>			
<p>19. Is 90% of the district's parent and family engagement allocation distributed to schools served by Title I?</p> <p>Suggested Documentation: Detailed MUNIS budget and invoices</p> <p>Notes:</p>			
<p>20. Has the district established a policy that underscores equivalence among all shareholders, ensuring all shareholders are equally represented in the creation of the policy?</p> <p>Suggested Documentation: Federal Funding Policy in district Policy Manual documenting district-wide policy, Policy 08.1345 if using KSBA</p> <p>Notes:</p>			

	YES	NO	N/A
<p>21. Has the district adopted a written procedure for the receipt and resolution of complaints alleging a Title I, Part A violation? [See ESSA 8304(3)(c), 34 C.F.R. 299.12, 704 KAR 3:365]</p> <p>Suggested Documentation: Written complaint procedure</p> <p>Notes:</p>			
<p>22. Are schools properly staffed based on maximum class size allocations pursuant to KRS 157.360?</p> <p>Suggested Documentation: School staffing allocations, interviews, observations, SBDM council minutes</p> <p>Notes:</p>			
<p>23. Are Title I funds effectively coordinated with other federal, state, and local funds to improve student achievement? (Place an X by any applicable funding source below.)</p> <p>_____ Title I, Part C (Migrant Education)</p> <p>_____ Title II, Part A (Teacher Quality)</p> <p>_____ Title III (English Language Learners)</p> <p>_____ Title V (RLIS or SRSA)</p> <p>_____ Title IV (Safe & Drug Free Schools & Communities)</p> <p>_____ Title X, Part C (Homeless Education)</p> <p>_____ McKinney-Vento Grant</p> <p>_____ IDEA</p> <p>_____ State Programs – List:</p> <p>_____ Others— List:</p>			

	YES	NO	N/A
24. Does the district have the OIG Fraud Hotline posters displayed? Suggested Documentation: Observation of posters Notes:			
<i>The following are reported by the Division of Budgets and Financial Management at KDE:</i>	YES	NO	N/A
25. Has the district met the maintenance of effort requirement through either the combined fiscal effort per student or the aggregate expenditures of the district for the preceding fiscal year was not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year? Suggested Documentation: SEA Receipts and Expenditures Report compiled from the LEA's Annual Financial Report Notes:			
26. Are the two most recent financial audits free of any federal findings? Have the findings been resolved? Suggested Documentation: Copy of the two most recent financial audit findings, resolutions of findings Notes:			

	YES	NO	N/A
27. Are expenditure reports submitted accurately and on a timely-basis to the State? Suggested Documentation: MUNIS reports Notes:			

Best Practices

- District staff is aware of how Title I, Part A funds are being expended.
- Independent auditors have not contacted KDE concerning suspicious or questionable expenses. The Office of Education Accountability (OEA) has not investigated the district in relation to its Title I, Part A program.
- District staff can explain the process for approving/denying Title I, Part A expenditures.
- Purchases from vendors such as Walmart and Oriental Trading are limited.
- Food purchases are limited in relation to the size of the district allocation.
- District staff can demonstrate that schools are meeting its state funded staffing allocation prior to using Title I, Part A funds to hire staff.
- District staff can explain how Title I, Part A purchased items are tagged and inventoried.
- MUNIS reports match the Title I application in GMAP.
- The district Title I, Part A Coordinator can locate Title I, Part A records and can discuss the archive procedures.